***Summary***

We are going to talk about our **20 min lesson**. This lesson can be used with **children aged from 4 to 6 in Nursery Education**. As teachers we have taken in reference the preschool Curriculum from Castilla y León we have found the learning objectives in which we will base our lesson:

-**Oral comprehension, expression, interaction skills and also the general “learning to learn & to be”** and on the “general learnings & knowledge of the world”. (To develop the social rules and the symbolic representations of the world).

We have taken as ours, some **outcomes** which are the next ones:

-We will work on their **private language through the public language**.

-We expect to improve their non verbal language abilities and also the oral skills **(listening, understanding & speaking).**

-Perform a chant and follow a rhythm.

Talking about **evidence for achievements**, we have to say that we will use some like:

-Eye contact.

-Thumbs up/down to correct and encourage.

\*so we can see and show them the grade of **adjustment/achievement they have reach**.

-We take in account aspects just like **pitch, tone, chunking, associate rhythm, stress pattern, intonation, non verbal language use… (Affect displayers).**

-We will use some kind of **token economy** due to kids to **evaluate themselves** through a personal evaluating sheet using different color stickers as a mark.

Our Lesson´s temporization is divided in different parts: First we will interact with children thanks to Skippy. Secondly we will introduce, again with Skippy´s help the “Hello song”. When finishing this we will proceed to start the leading activity, this leading activity will be carefully develop supported by some resources.

Then we start with the lesson´s summary due to review with them the present lesson; after doing this they will do some quick evaluation by themselves using the token economy, in this case they will stick some stickers on a board like we said before.

To conclude the lesson we will use Skippy to perform the “bye-bye song”.

\*when changing from one activity to another we will use some transition song as a resource.

Talking about resources, we will use Skippy, CD´s, toy birds, cardboard theater, the “two little dicky” sheet, stickers and the personal token economy sheet.

Focusing in **our leading activity**, we will say things that we have already mentioned in previously but now more contextualized. We have to say that it is a narrative song (dramatization), this dramatization sets as a **main goal**, develop the **listening, understanding and interactive skills** (as a top aim). We will deal with the social rules through games because most of games are interactional situations in where they can be developed. Kids are going to take part in the interaction using verbal and non verbal language (based in illustrators, that we are going to design carefully and which kids are going to echo). The intended **dynamic is that teacher asks pupils to answer him/her**. In this period we will give **importance** the fact that **the constant discovering and use of the social rules** (turn taking, eye contact: to show agreement when participating, behave properly…).

The present **leading activity has a constant rhythm**, with narrative lyrics that describe some situation in which two little birds sit on a wall, fly away and came back, we will illustrate these actions, by contributing with this symbolic representations to the general learnings and knowledge of the world. This song employs action verbs, -ing verbs and the preposition “on”, this are one of the first things that are learned by children in a foreign language. All of this, acquired with non verbal language using our body and its limbs, and we will mark rhythm with the march (constant rhythm) snapping. Visual contact will be used as a prop as an encouragement resource, and also as a supervising and evaluating tool.

The main activity will be set more than one time so as to be properly set. It will go through differentiated moments: the first moment is when song is firstly play, teacher´s role will be more active as a consequence, kids will be more dependent, the followed times thanks to the progressive assimilation of this activity by the pupils side they will be less dependent in other words autonomous. At the beginning teacher will be in the center of the group leading this activity due to illustrate the intended actions we want the pupils to perform; teacher will only illustrate and mark the action verbs. If assimilation goes well teacher will have a secondary role, passing through being in the center of the group to place himself/herself on a side just playing the song and supervising. As reinforcement and evaluating illustrator/emblem we will use thumbs up/down and also bearing in mind eye contact as an achievement device and smiling to them when fulfilling any task. We will use some kind of token economy due to kids to evaluate themselves through a personal evaluating sheet using different color stickers as a mark. All of our techniques are set due to expand their strategies.

We have divided the assessment criteria in three categories:

1-All children criteria must be able to.

2-Most of the children will be able to.

3-Some of the children could.

The differences between them are the different levels of achievement and the greater or less number of strategies that they have.